Newton’s Third Law

**Culminating Objective:**

*Students will be able to evaluate situations or media from their lives for Newton’s Three Laws*

**Enabling Objectives:**

*Define Newton’s Third Law using Tri-fold notes*

*Evaluate Newton’s Third Law from their lives through think aloud discussions, YouTube analysis, pair-share, and completing analysis on graphic organizers*

*Communicate their findings of Newton’s Third Law through the use of a threaded discussion on rrydstrom34.wordpress.com*

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| **EDI Component** | **In Class Procedure** | **Check for Understanding/Assessment** |
| *Preview/Review* | Review:   1. Students will watch a YouTube clip provided by the teacher 2. Using their graphic organizers, the students will analyze and evaluate the clip for Newton’s First and Second Law 3. Students will pair-share their findings with their elbow partner | **-**Random Selection with Fishbowl color and numbers |
| *Learning Objectives* | After Review:   1. Post Daily Goals (enabling objectives) with MIMIO    1. *Define Newton’s Third Law using tri-fold notes*    2. *Evaluate Newton’s Third Law with YouTube clips*    3. *Communicate your findings with blog posts* |  |
| *Teacher Modeling* | Think Aloud: “Newton’s Three Laws and Volleyball”   1. Teacher will explain the importance of the think aloud and remind students of the expectations of the think aloud 2. Students will first watch the volleyball YouTube clip with no voice over 3. Students will watch the clip again with voice over    1. Teacher will pause after explaining Newton’s First Law    2. Teacher will pause clip after explain Newton’s Second Law    3. Teacher will end clip 4. Students will pair-share with elbow partner and discuss the evaluation and analysis of teacher’s think aloud. 5. Students will summarize the think aloud by using their graphic organizers   Disclaimer---Teacher has already modeled how to fill out the graphic organizer in previous lessons. The students are now expected to be able to do it on their own. Students have the opportunity to pull key scientific terms from a word board that is posted in the classroom. | -Students will pair-share to summarize  -Students will pair-share to summarize  -Random Selection from fishbowl color and numbers |
| *Guided Practice* | 1. Students will evaluate a halo game montage from YouTube for Newton’s Third Law 2. Students will describe and analyze the clip with the use of their graphic organizers | **-**Pair-share with matching color from a different table group  -Random Selection from fishbowl color |
| *Independent Practice* | 1. Students will select a situation or media source from their lives 2. Students will evaluate the situation from Newton’s Third Law 3. Students will communicate their findings using a threaded discussion on wordpress.com | -Students will post their findings to http://rrydstrom34.wordpress.com due the day of the unit test. |
| *Closure* | 1. Quick Write: Using your knowledge you have gained through out today’s lesson and the Daily Goals, reflect on your learning of Newton’s Laws increased. | -Turned in as in exit slip |
| Next Day:   1. Students will have the opportunity to catch up on their blog posts 2. Students will evaluate Newton’s Laws by playing Mario Kart Wii | | |
| Reflection: | | |